NCLB Final Consolidated Plan Rubric

<table>
<tr><td colspan="2">Local Education Agency (LEA) Name:</td><td>CTDS Number:</td></tr>
<tr><td>LEA Phone Number:</td><td>LEA - FAX Number:</td><td>LEA Contact Email Address:</td></tr>
<tr><td colspan="2">LEA Contact Person:</td><td>Title:</td></tr>
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<tr><td>Reviewing NCLB Specialist:</td><td>Date Received</td></tr>
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☐ Not Approved
Changes due by Date_____

Email Operations: Reject plan/Place program holds
Date_____

Changes completed Date_____

Email Operations: Remove holds
Date_____

Approval Letter Sent to LEA

☐ Approved   Date_____

Date _____

Section 1: NCLB Final LEA Consolidated Plan Development

		Ranking		Comments/Actions Needed
	Criteria	**Sufficient**	**Insufficient**	
Decribe how the LEA applying for federal funds under P.L. 107-110, the No Child Left Behind Act of 2001, will develop its NCLB Final LEA Consolidated Plan due March 31, 2004.	Provided a list of participants on the committee, either by name and positions or group they are representing: *(e.g., parents, community members, teachers, administrators, or Title I Teachers)*			
	Information pertinent to the planning process including: LEA approval process for the NCLB plan and revisions;			
	the evaluation process to ensure plans in terms of meeting performance goals and indicators.			

Section 2: Assurances

		Ranking		Comments/Actions Needed
	Criteria	**Sufficient**	**Insufficient**	
An LEA submitting an NCLB Final LEA Consolidated Plan under the No Child Left Behind Act of 2001 is required to file with the Arizona Department of Education (ADE) this set of assurances applicable to each program for which the plan is submitted.	General Assurances (All must be checked)			
	Title I			
	Title I Comparability			
	Homeless Education (All must be checked)			
	Title II, Part A			
	Title III			
	Title IV, Part A			
	Title V, Part A			
	Participation of Private School Children and Teachers (Does not apply to charter LEAs)			

Section 3: Performance Goals and Indicators

The education program specialist will review Section 3 of each Consolidated Plan to determine if the LEA has summarized the data in a way that demonstrates an understanding of the data related to each of the 5 Goals.

	Criteria	Ranking		Comments/Actions Needed
		Sufficient	Insufficient	
The LEA agrees to adopt each Performance Goal	**Goal 1:** By 2013-2014, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics			
	Goal 2: By 2005-2006, all students will be taught by highly qualified teachers.			
	Goal 3: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics.			
	Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.			
	Goal 5: All students will graduate from high school.			

Goal 1- By 2013-2014, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.		Ranking		Comments/Actions Needed
Indicator 1.1 - Reading	Criteria	Sufficient	Insufficient	
Measure 1 % of students in the aggregate scoring at meets or exceeds the standard on the AIMS test for grades 3, 5, 8 and HS in reading.	Address the gap at the LEA in reading (actuals compared to target)			
	Include each AIMS grade level, as appropriate: *(e.g., Only 20% of 3rd grade students meet or exceed the state target of 53.3% for reading)*			
Measure 2 % of students in each subgroup scoring at meets or exceeds the standard on the AIMS test from grades 3, 5, 8 and HS in reading.	Address the gap at the LEA level for each group, as appropriate			
	Group size of less than 10 may be generalized to maintain student privacy			
	All groups should be described, including those not present: *(e.g., the LEA has no Asian-American students in any of its grades tested.)*			
Priority Identifying significance of findings using the scale provided	Compare selection with results above (large gap should be 5, 4, or at least 3)			

Goal 1 cont…		Ranking		Comments/Actions Needed
Indicator 1.2 - Mathematics	*Criteria*	**Sufficient**	**Insufficient**	
Measure 1 % of students in the aggregate scoring at meets or exceeds the standard on the AIMS test for grades 3, 5, 8 and HS in mathematics.	Address the gap at the LEA in math (actuals compared to target)			
	Include each AIMS grade level, as appropriate: *(e.g., 55% of HS students meet or exceed the state target of 25% for math)*			
Measure 2 % of students in each subgroup scoring at meets or exceeds the standard on the AIMS test from grades 3, 5, 8 and HS in mathematics.	Address the gap at the LEA level for each group, as appropriate			
	Group size of less than 10 may be generalized to maintain student privacy			
	All groups should be described, including those not present: *(e.g., the LEA has no Asian-American students in any of its grades tested.)*			
Priority Identifying significance of findings using the scale provided	Compare selection with results above (large gap should be 5, 4, or at least 3)			

Goal 1 cont…		Ranking		Comments/Actions Needed
Indicator 1.3 - AYP	*Criteria*	**Sufficient**	**Insufficient**	
Measure 1 % of Title I schools meeting AYP.	Describe number of Title I schools that met AYP, and those that did not			
	Describe reasons why schools did not meet AYP: 　Did not meet academic indicators 　(AMAOs)			
	Did not meet 95% tested			
	Did not meet additional indicator: 　*(e.g., elementary - attendance;* 　*high school - graduation rate)*			
	Did not receive an AYP designation 　*(e.g., small school; alternative* 　*school; not enough data to* 　*evaluate)*			
Priority Identifying significance of findings using the scale provided	Compare selection with numbers of schools not meeting AYP (large gap should be 5, 4, or at least 3); higher priority should be assigned if reason in item above is the academic indicators			

Goal 1 cont…		Ranking		Comments/Actions Needed
Improvement Objectives and Strategies	*Criteria*	**Sufficient**	**Insufficient**	
Reading Outline how your achievement gaps will be prioritized and what overall strategies will be used to address them. Identify, in particular, the strategies for your Title I schools.	Address the items of highest priority from above			
	Describe LEA reading improvement program - strategies that address the reading needs of the students who are not meeting standards in reading/language arts			
	Include how SBR components (Phonics, phonemic awareness, comprehension, fluency and vocabulary) are incorporated in reading strategies			
	Include which grade(s) are targeted, if appropriate, based on need, for supplemental Title I support			
	Include how subgroup data will be used to inform instructional decisions by teachers			
	Describe how Title I services are delivered in: targeted assistance programs for reading			
	schoolwide programs that support reading improvement			

Goal 1 cont…		Ranking		Comments/Actions Needed
Improvement Objectives and Strategies	*Criteria*	**Sufficient**	**Insufficient**	
Mathematics Outline how your achievement gaps will be prioritized and what overall strategies will be used to address them. Identify, in particular, the strategies for your Title I schools.	Address the items of highest priority from above			
	Describe LEA mathematics <u>improvement</u> program - strategies that address the mathematic needs of the students who are not meeting standards in mathematics			
	Include how SBR incorporated in math program, if available			
	Include which grade(s) are targeted, if appropriate, based on need, for supplemental Title I support			
	Include how subgroup data will be used to inform instructional decisions by teachers			
	Describe how Title I services are delivered in: targeted assistance programs for math			
	schoolwide programs that support math improvement			

Goal 2 - By 2005-2006, all students will be taught by highly qualified teachers.		Ranking		Comments/Actions Needed
Indicator 2.1 - The percentage of classes being taught by highly qualified teachers				
	Criteria	**Sufficient**	**Insufficient**	
Measure 1 % of LEA's classes in core academic subjects being taught by highly qualified teachers in core academic subjects: Reading Mathematics, Science, Foreign Language, Civics and Government, Economics, Arts History, Geography	Number or % of classes taught by highly qualified teachers by subject areas; indicate which subjects have fewest; list areas			
	Number of elementary teachers teaching core academics			
Measure 2 % of classes having highly qualified teachers in high poverty schools (greater than or equal to 79%)	Compare high poverty schools to all schools; indicate the number of classes that are high poverty			
	See formula in Appendix A			
Priority Identifying significance of findings using the scale provided	Selection should reflect data above; the lower the number of highly qualified teachers the higher priority			

Goal 2 cont…		Ranking		Comments/Actions Needed
Indicator 2.2 - The percentage of teachers receiving high-quality professional development				
	Criteria	**Sufficient**	**Insufficient**	
	Assurance that high quality professional development activities include the following major elements:			
	Sustained (on-going)			
	Intensive			
	Classroom focused			
Measure 1 % of teachers receiving high-quality professional development	Lasting impact			
	Positive impact on student achievement			
	Not a 1 day or short term workshop			
	Based on scientifically based research			
	Indicate whether this requirement constitutes a major change in selection professional development activities			
Priority Identifying significance of findings using the scale provided	Selection should reflect goal of 100%; priority should be high if LEA has instituted major changes			

Goal 2 cont…		Ranking		Comments/Actions Needed
Indicator 2.3 - The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified.				
	Criteria	**Sufficient**	**Insufficient**	
	All paraprofessionals meet current requirements of highly qualified			
Measure 1 % of Title I paraprofessional meeting Section 1119 requirements.	Number or % of Title I instructional paraprofessionals, or all Title I instructional paraprofessional meeting the definition of highly qualified			
	Number or % of paraprofessionals not meeting current requirements of highly qualified			
	How will LEA reach 100% goal: recruiting			
	Paying for testing,			
	paying for classes			
	providing professional development			
Priority Identifying significance of findings using the scale provided	Selection should reflect data above			
Improvement Objectives and Strategies	*Criteria*	**Sufficient**	**Insufficient**	
Highly Qualified Teachers Outline the overall strategies that will be used to increase your percentage of highly qualified teachers, specifically addressing each category above.	Address the subject areas, schools, and/or grade levels of greatest need for HQ teachers			
	Describe any recruiting or incentive programs			
	Describe any retention or mentoring programs			
	Describe any subject-related professional development that could assist teachers to be highly qualified			
	Describe assistance to currently employed teachers to become highly qualified (tuition assistance)			

Goal 3 - All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics.		Ranking		Comments/Actions Needed
Indicator 3.1 - The percentage of limited English proficient students, determined by cohort who have attained English proficiency by the end of the school year.				
	Criteria	Sufficient	Insufficient	
Measure 1 % of students scoring at fluent English proficient based on one of the 4 approved standardized tests of English language proficiency.	Summarize reclassification rates; address any unusually high or low grades or school			
	Describe average length of time in program - goal for English proficiency			
	Program description of how students achieve proficiency Structured English Immersion (SEI)			
Priority Identifying significance of findings using the scale provided	Selection should reflect data; low priority if there are just a few students			

Goal 3 cont…	Ranking		Comments/Actions Needed
Indicator 3.2 - The percentage of limited English proficient students who are at or above the proficient level in reading on AIMS, as reported for performance Indicator 1.1 economically disadvantaged status.			

Measure 1 % of students in the ELL subgroup scoring at meets or exceeds the standard on the AIMS test for grades 3, 5, 8 and HS in reading.	*Criteria*	**Sufficient**	**Insufficient**	
	Summary of ELL subgroup data in reading			

Priority Identifying significance of findings using the scale provided	Selection should reflect data; low priority if there are just a few students			

Indicator 3.3 - The percentage of limited English proficient students who are at or above the proficient level in mathematics on AIMS, as reported for performance Indicator 1.2.			

Measure 1 % of students in the ELL subgroup scoring at meets or exceeds the standard on the AIMS test for grades 3, 5, 8 and HS in mathematics.	*Criteria*	**Sufficient**	**Insufficient**	
	Summary of ELL subgroup data in math			

Priority Identifying significance of findings using the scale provided	Selection should reflect data; low priority if there are just a few students			

Goal 3 cont…		Ranking		Comments/Actions Needed
Improvement Objectives and Strategies	*Criteria*	**Sufficient**	**Insufficient**	
Reading Outline how your achievement gaps will be prioritized and what overall strategies will be used to address them.	How do services for ELLs include academic instruction in reading in order for the students to meet standards at grade level on AIMS			
Improvement Objectives and Strategies	*Criteria*	**Sufficient**	**Insufficient**	
Mathematics Outline how your achievement gaps will be prioritized and what overall strategies will be used to address them.	How do services for ELLs include instruction in math in order for the students to meet standards at grade level on AIMS			

Goal 4 - All students will be educated in learning environments that are safe, drug-free, and conducive to learning.		Ranking		Comments/Actions Needed
Improvement Objectives and Strategies	*Criteria*	**Sufficient**	**Insufficient**	
Safe Learning Environment Outline how your gaps will be prioritized and what overall strategies will be used to address them.. These objectives may be similar to the objectives developed for the prevention portion of the 2003-2004 NCLB Application	Connection between problems identified and the strategies/goals listed			
	Statement of needs; goal and strategy: *(e.g., Need - Disruptive classroom behavior. Goal - Reduce # of overall discipline referrals by 10% annually. Strategy - Professional development for classroom management.)*			

Goal 5 - All students will graduate from high school.		Ranking		Comments/Actions Needed
5.1 - Percent of students meeting AZ Academic Standards	*Criteria*	**Sufficient**	**Insufficient**	
Measure 1 % of students meeting or exceeding standards on AIMS in grades 3, 5, and 8.	Cover all appropriate grade levels			
	% or number of students meeting or exceeding standards			
Measure 2 % of students meeting or exceeding standards as measured by LEA-developed assessments for non-AIMS grades.	Cover all appropriate non-AIMS grade level			
	% or number of students meeting or exceeding standards			
Priority Identifying significance of findings using the scale provided	Selection should reflect data above; the lower the number of graduating students the higher priority			
5.2. The percentage of students who graduate from high school each year with a regular diploma, calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data, in the following categories: in the aggregate, race/ethnicity, gender, disability status, migrant status, English proficiency, and economically disadvantaged status.				
Measure 1 % of students in each cohort that graduate each year with a regular diploma	*Criteria*	**Sufficient**	**Insufficient**	
	Report ADE calculated data			
	Does not apply			

Goal 5 cont…		Ranking		Comments/Actions Needed
	Criteria	**Sufficient**	**Insufficient**	
Measure 2 % of students in each subgroup cohort that graduate each year with a regular diploma.	Report ADE calculated data			
	Or does not apply			
Priority Identifying significance of findings using the scale provided	Selection should reflect data			
5.3 - The percentage of students who drop out of school, calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data, in the following categories: in the aggregate, race/ethnicity, gender, disability status, migrant status, English proficiency, and economically disadvantaged status.				
	Criteria	**Sufficient**	**Insufficient**	
Measure 1 % of students in each cohort who drop out of school.	Report ADE calculated data			
	Or does not apply			
Measure 2 % of students in each subgroup cohort who drop out of school.	Report ADE calculated data			
	Or does not apply			
Priority Identifying significance of findings using the scale provided	Selection should reflect data			

Appendix A
Determining Percentage of Classes Taught by Highly Qualified Teachers

Indicator 2.1 - Measure 2

Page 6 of Section 3 of the Rubric

Count the number of core academic classes taught by Highly Qualified Teachers and the total number of core academic classes.
Count each elementary classroom as one class. For subject areas in middle or high school, count each subject as one class.

Create a table that ranks schools by poverty levels (any one of 5 options used for Title I funds distribution)

Name of School	Poverty rate	Number of classes taught by HQ teachers	Total number of classes
Abigail Adams School	83%	20	25
Clara Barton School	80%	20	30
Willa Cather School	65%	25	30
Grace Hopper School	60%	30	35
Anne Sullivan School	59%	30	35
LEA TOTALS		125	155

Calculate:
Percent of classes taught by HQ teachers =
    125/155 = 0.806 = 81%

Name of School	Poverty rate	Number of classes taught by HQ teachers	Total number of classes
Abigail Adams School	83%	20	25
Clara Barton School	80%	20	30
High Poverty schools TOTALS		40	55

Calculate:
Percent of classes taught by HQ teachers in high poverty schools =
    40/55 = 0.727 = 73%

Section 4: Activities and Program Descriptions

The education program specialist will review each of the program descriptions and activities to:
1. Determine the relationship to the 5 goals listed in Section 3
2. Use the criteria to evaluate them

Title I-A Program (Section 1111)		Ranking		Comments/Actions Needed
Title I Administration	*Criteria*	**Sufficient**	**Insufficient**	
	Program administration			
	20% towards supplemental services/choice activities if in school improvement			
	Required parent involvement activities			
	Services to homeless students			
	School improvement or Title I program activities			
A. What LEA-wide activities are funded by the set asides?	5% towards required professional development			
	Private schools			
	Others			
	Rank ordered by poverty criteria:			
	Census poverty			
	Students eligible for free/reduced price lunches			
	Students eligible for Medicaid			
B. How are funds distributed among the schools? (Identify poverty measure used.)	Students receiving aid under the Temporary Assistance for Needy Families (TANF) program			
	One school LEA			
	Less than 1,000 students			

Title I-A Program (Section 1111)		Ranking		Comments/Actions Needed
Title I Administration	Criteria	Sufficient	Insufficient	
C. Describe the Title I evaluation criteria for Title I programs in schoolwide and/or targeted assistance schools.	Achievement data			
	Attendance			
	Teacher evaluation			
	Reference to schoolwide plan, school improvement plan or targeted assisted program			
	Annual review			
D. Describe how the evaluations are used to improve the Title I program in the LEA's schools.	Annual review			
	Changes based on evaluations			

Title I Targeted Assistance Programs (Section 1115)		Ranking		Comments/Actions Needed
LEA's schools with targeted assistance programs:	Criteria	Sufficient	Insufficient	
A. Describe the ways in which Title I services are delivered <u>outside</u> of the regular instruction.	Before and/or after school			
	Summer school			
	Alternative schedule outside the regular instructional time			
B. How are students identified for Title I services - targeted assistance programs?	Description of process for identifying Pre-school - 2nd grade: Teacher judgment			
	Interviews with parents			
	Developmentally appropriate measures			
	Description of process for identifying school age students: Multiple, educationally related, objective criteria established by the LEA and supplemented by the school			
C. How are eligible migrant, special education, American Indian, homeless students, and English language learners included for Title I services? *Describe the process/procedures used to include these students in Title I services.*	The process of identifying students in these subgroups should be the same as in question B.			
	Rank order by academic need			

Title I Schoolwide Programs (Section 1114)		Ranking		Comments/Actions Needed
LEA's schools with schoolwide programs:	Criteria	Sufficient	Insufficient	
A. Describe the support provided by the LEA for schoolwide schools in developing, approving, and implementing schoolwide programs.	How LEA provides: Administrative support			
	Data			
	Professional development			
	Approval process of plan			
	Program evaluation			
	Parental involvement			
B. Describe how Title I funds enhance the academic programs in the schoolwide schools.	Alternative scheduling			
	Before and/or after school			
	Tutoring			
	Summer school			
	Intersession			
	Other			

LEAs with Schools in School Improvement (Section 1116)		Ranking		Comments/Actions Needed
LEAs with Schools in School Improvement :	Criteria	Sufficient	Insufficient	
A. Describe the support provided by the LEA for schools in school improvement in developing and implementing school improvement plans.	How LEA provides:			
	Administrative support			
	Data			
	Professional development - 10% of school allocation			
	Approval process of plan			
	Program evaluation			
	Parental involvement			
B. Describe how school choice is offered.	Availability to all students			
	How parents are informed			
	Quantity of choices			
	Support services offered			
	No choice is offered:			
	Single site			
	1 class per grade			
	All schools in school improvement			
	No cooperative agreement			
C. Describe how supplemental services are promoted.	An easy to understand letter or notice			
	Parental choice of services from an approved provider list			

Coordination Among Programs (Section 1120B)		Ranking		Comments/Actions Needed
Coordination Among Programs	*Criteria*	**Sufficient**	**Insufficient**	
A. How are students transitioned from preschool or other early childhood programs?	Description of process/procedures used *(e.g., contact the preschool; pre-enrollment activities)*			
	Sharing of Data *(e.g. student data; health records)*			
	Program Coordinator			
B. How are other programs and services for ELLs, migrant, American Indian, immigrant students, or neglected or delinquent youth, coordinated with the Title I program?	Targeted assistance program			
	Rank order by academic need			
	List services provided			
	Schoolwide participation			
	Additional services offered			

Parental Involvement (Section 1118)		Ranking		Comments/Actions Needed
Parental Involvement	*Criteria*	**Sufficient**	**Insufficient**	
A. Describe how parental involvement policies are developed at the LEA and school levels.	Parents are involved in development process			
B1. Describe how the LEA and school(s) provide activities for parents to meet annually to be informed of the Title I program, the curriculum offered, how student progress is measured, and the expectations for Title I students.	Description of how parents are notified of activities			
	Description of annual meeting, including discussion Items:			
	Programs			
	Student eligibility			
	Progress			
B2. Describe how the LEA and school(s) provide activities for parents that are flexible in number, time of day and location.	Description of a variety of delivery options: *(e.g. morning; after school; evening; weekends)*			
B3. Describe how the LEA and school(s) provide activities for parents that maintain on-going communication between the parents and the school.	Description of a variety of communication methods to parents			
	Description of how parents can contact school			

Parental Involvement (Section 1118) cont…		Ranking		Comments/Actions Needed
Parental Involvement	*Criteria*	**Sufficient**	**Insufficient**	
B4. Describe how the LEA and school(s) provide activities for parents that provide parents with information about other services available, such as support for ELLs, migrant program services, Indian education program services, adult literacy programs, etc., for both students and parents.	Description of discussion Items List discussion Items: *(e.g. programs offered; services available; eligibility; student progress)*			
B5. Describe how the LEA and school(s) provide activities for parents that develop the understanding of shared responsibility for student achievement and increase the capacity for parents to be involved in their students' education.	Describe activities that inform parents of: An explanation of test and achievement scores			
	What's in the school-parent compact			
	What training and resources are available for parents to assist their students			
B6. Describe how the LEA and school(s) provide activities for parents and that assist parents in using technology in order to improve student academic achievement and improve communication.	List activities:			
	Computer Classes			
	Access to Computer Lab			

Parental Involvement (Section 1118) cont…		Ranking		Comments/Actions Needed
Parental Involvement	*Criteria*	Sufficient	Insufficient	
C. Describe when and how the LEA informs parents of services available for students eligible for the activities mentioned above.	An easy to understand format, List all methods used: *(e.g. handbook; newsletter; enrollment packet; native language)*			
	Schedule of communication: *(e.g. annual notice; beginning of the year; when students are identified)*			
D1. Describe how the LEA and the school(s) provide timely communication to parents, in a format and language they can understand, regarding the following: Individual student achievement results.	List methods and frequency of delivery of information to parents: *(e.g. mail; parent/teacher conference; report card)*			
D2. Describe how the LEA and the school(s) provide timely communication to parents, in a format and language they can understand, regarding the following: School and LEA student achievement results.	List methods and frequency of delivery of information to parents: *(e.g. mail; web site; newspaper)*			

Parental Involvement (Section 1118) cont…		Ranking		Comments/Actions Needed
Parental Involvement	*Criteria*	**Sufficient**	**Insufficient**	
D3. Describe how the LEA and the school(s) provide timely communication to parents, in a format and language they can understand, regarding the following: Results of evaluations of program effectiveness, e.g., the Title I program, drug and violence prevention and ELL programs.	An easy to understand format			
	List all methods used and frequency of delivery: *(e.g. Title I meeting; newsletter; Site Council; parent meeting)*			
D 4. Describe how the LEA and the school(s) provide timely communication to parents, in a format and language they can understand, regarding the following: Requests for information about the qualifications of their student's teachers.	Description of the process of how requests are handled			
D5. Describe how the LEA and the school(s) provide timely communication to parents, in a format and language they can understand, regarding the following: Teachers (in Title I schools) who do not meet the NCLB definition of highly qualified and are assigned to the same classroom for more than 4 consecutive weeks.	An easy to understand format			
	List all methods used and frequency of delivery: *(e.g., letter to parents of those affected students)*			

Parental Involvement (Section 1118) cont…			*Ranking*		*Comments/Actions Needed*
Parental Involvement	*Criteria*		**Sufficient**	**Insufficient**	
D6. Describe how the LEA and the school(s) provide timely communication to parents, in a format and language they can understand, regarding the following: The status of its schools in school improvement, and availability of school choice and supplemental services, if required.	An easy to understand format				
	List all methods used and frequency of delivery: *(e.g., letter to parents; phone call; Site Council; parent meeting)*				
D7. Describe how the LEA and the school(s) provide timely communication to parents, in a format and language they can understand, regarding the following: Opportunities to participate in program design, policy development, plan development, or other decision-making process.	An easy to understand format				
	List all methods used and frequency of delivery: *(e.g., letter to parents; phone call; Site Council; parent meeting)*				

Qualifications of Teachers and Paraprofessionals (Section 1119)		Ranking		Comments/Actions Needed
Title I program staff in schoolwide and/or targeted assistance schools:	Criteria	Sufficient	Insufficient	
A. Describe how Title I instructional services are delivered (include ratio of Title I paraprofessionals to Title I teachers).	Ratio of Title I paraprofessionals to Title I teachers: Targeted assistance			
	Schoolwide			
	LEA total			
	Description of staff delivering services: Title I teachers			
	Title I paraprofessionals			
	Combination			
B1. Describe the need for qualified teachers and instructional professionals in your Title I program: Of all currently employed Title I TEACHERS... (check one): *If less than 80% are qualified explain.* **(Note: In schools with schoolwide programs *all* teachers are considered Title I)**	Most (at least 80%) are qualified under NCLB			
	Less than 80% Explanation of how many are qualified and what is being done to address this deficiency: (*e.g., description of plan for individuals to become highly qualified*)			
B2. Describe the need for qualified teachers and instructional professionals in your Title I program: Off all currently employed Title I PARAPROFESSIONALS... (check one): *If less than 80% are qualified explain.* **(Note: In schools with schoolwide programs *all* instructional paraprofessionals are considered Title I)**	Most (at least 80%) are qualified under NCLB			
	Less than 80% Explanation of how many are qualified and what is being done to address this deficiency: (*e.g., description of plan for individuals to become highly qualified*)			

Qualifications of Teachers and Paraprofessionals cont…		Ranking		Comments/Actions Needed
Title I program staff in schoolwide and/or targeted assistance schools:	*Criteria*	**Sufficient**	**Insufficient**	
C. Describe how the LEA's plan to assist the Title I teachers and instructional paraprofessionals who need to meet the NCLB requirements by 2005-2006 is included in the LEA's professional development plan.	Pay for classes needed			
	Pay for testing needed			
	Offer training			

Programs for Homeless Students			Ranking	Comments/Actions Needed
Programs for Homeless Students	Criteria	Sufficient	Insufficient	
A. Who is the designated homeless liaison? *(Refer to Section 2. Assurances)* **(Note: Required by all LEAs)**	Name of person and/or title			
B. How does the LEA ensure that the policies and practices regarding homeless students, as outlined in the assurances of this plan, are effectively implemented? **(Note: Required by all LEAs to develop a homeless policy)**	Understands definition of homeless			
	Staff trained to identify homeless students			
	Explanation of process/procedures of identifying students and implementing program.			

No Child Left Behind – Title X, Part C
Subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.)
SEC. 725. DEFINITIONS.

For purposes of this subtitle:

(2) The term homeless children and youths' —
    (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the
      meaning of section 103(a)(1)); and
    (B) includes —
        (i) children and youths who are sharing the housing of other persons due to loss of housing,
        economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or
        camping grounds due to the lack of alternative adequate accommodations; are living in
        emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care
        placement;
        (ii) children and youths who have a primary nighttime residence that is a public or private
        place not designed for or ordinarily used as a regular sleeping accommodation for human
        beings (within the meaning of section 103(a)(2)(C));
        (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings,
        substandard housing, bus or train stations, or similar settings; and
        (iv) migratory children (as such term is defined in section 1309 of the Elementary and
        Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle
        because the children are living in circumstances described in clauses (i) through (iii).

Title I-C Program (Section 1301)		Ranking		Comments/Actions Needed
Title I-C Migrant Services	Criteria	Sufficient	Insufficient	
A. Describe how Title I-C Migrant funds are used to provide supplemental services.	List academic programs			
	List non-academic services			
B. Describe how the LEA and schools provide activities for migrant parents. Describe the activities.	Description of activities and when offered			
	List communication efforts to parents of activities: *(e.g., letter to parents; phone call; individual parent meeting)*			
C1. Describe the process for identifying eligible students for the Migrant Education Program.	Appropriate staff (i.e., clerk, recruiter, etc.) will identify eligible students thru: *(e.g., site visit, phone calls, referrals)*			
C2. How will the LEA ensure that Migrant Education Program records are kept current?	Ongoing family contact			
	Up-to-date certificate of eligibility			
	Ongoing COESTAR updates			

Title I-C Program (Section 1301)		Ranking		Comments/Actions Needed
Title I-C Migrant Services	*Criteria*	**Sufficient**	**Insufficient**	
C3. How will the LEA coordinate the Migrant Education Program with other programs to provide services to migrant students?	List coordination efforts			
C4. How will the LEA provide training to Migrant Education Program staff?	List trainings: National			
	State			
	Local			

Title I-D Program (Section 1401)		Ranking		Comments/Actions Needed
LEAs Receiving Title I-D Funds	*Criteria*	**Sufficient**	**Insufficient**	
A. Describe how the LEA will serve the needs of children who are neglected, delinquent, or at-risk of dropping out of schools, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth.	Description of process/procedures of addressing needs: *(e.g., communication with institutions; evaluation of progress*			

Title II-A Program (Section 2101)		Ranking		Comments/Actions Needed
Title II-A Funds	*Criteria*	**Sufficient**	**Insufficient**	
A. How did you select the members of your professional development team? Which stakeholders are represented?	Description of process/procedures of membership selection: *(e.g., volunteer; election; appointed)*			
	List of all stakeholder involved: *(e.g., Title I teachers; parents; administrators; community members; Title I paraprofessionals)*			
B. What data were used to determine your professional development needs?	Teacher surveys			
	Teacher needs assessment			
	Parent survey			
	Student data			
	Student survey			
C. What do the results of your needs assessments tell you about your student, instructional staff, and administrative professional development needs?	Description of the focus for professional development that best addresses the needs of all. List focus for each: *(e.g., classroom management; specific core academic areas; achieving highly qualified status for instructional staff)*			
D. If you are using Title II-A funds to reduce class size, on what data are you basing this decision?	If yes, list specific data: Research-based program			
	Longitudinal data			

Title II-A Program (Section 2101) cont...		Ranking		Comments/Actions Needed
Title II-A Funds	*Criteria*	**Sufficient**	**Insufficient**	
E. Justify how reducing class size will positively impact student achievement.	List grades impacted			
	Number of highly qualified teachers			
	Evaluation criteria			
F1. What are your goals for professional development?	State goal that achieves meeting the NCLB timeline of 2005-2006 for highly qualified teachers and paraprofessionals.			
	Description of other goals based on needs assessment			
F2. What are your benchmarks for each goal?	Description of benchmarks, including a timeline through 2005-2006			
F3. What are your planned activities?	Description of activities to achieve professional development goal(s)			

Title II-A Program (Section 2101) cont…		Ranking		Comments/Actions Needed
Title II-A Funds	Criteria	Sufficient	Insufficient	
G1. How will your professional development activities meet the needs of students? Staff?	Description of how activities will address student needs			
	Description of how activities will address instructional staff needs			
G2. What scientifically based research was used to select these professional development activities?	List all scientifically based research used to select activities			
G3. What is the projected impact of these professional development activities on student achievement?	Description of areas impacted and how: *(e.g., increase reading scores; increase math scores; improve ELL achievement)*			
G4. How will you track implementation of professional development activities in the classroom?	Description of process and positions used to track: *(e.g., lesson plans; observation; principal; mentors; coaches)*			

Title II-A Program (Section 2101) cont…		Ranking		Comments/Actions Needed
Title II-A Funds	*Criteria*	**Sufficient**	**Insufficient**	
G5. How will you provide support and review the success of activities in order to refine your professional development plan?	Description of process of review: *(e.g., teacher response; parent input; student data)*			
	List instruments of measure: *(e.g., teacher evaluation; student data; parent surveys; meeting timeline goals; ongoing evaluation)*			
	Pay for classes needed			
	Pay for testing needed			
H1. What other program funding resources will be used to coordinate with and support the Title II-A funds?	Specific funds listed: *(e.g., Title I; Title V; Title IV Title II-D; M&O)*			
H2. What professional development needs of the LEA staff (teachers, principals, and paraprofessionals) will be met with these coordinated funds?	List funds to address specific needs: *(e.g., Title I to increase number of highly qualified staff through professional development)*			
I. *Question has been deleted!*				

Title II-A Program (Section 2101) cont…		Ranking		Comments/Actions Needed
Title II-A Funds	Criteria	Sufficient	Insufficient	
J. How will you communicate your professional development plan to stakeholders?	List communication efforts: *(e.g., newsletter; teacher meeting; Site Councils)*			
K. How will you keep records of professional development decisions in order to guide further decisions?	Description of process of record keeping: *(e.g., minutes; records of attendance; evaluation of activities)*			
L. *Question has been deleted!*				
M. If funds are targeted to schools in school improvement, describe how these funds support the school improvement plans at each school.	Describe the process for disbursement of funds and how they support individual school improvement plans			

Title II-D Program (Section 2401)		Ranking		Comments/Actions Needed
Title II-D Funds	*Criteria*	**Sufficient**	**Insufficient**	
A. Describe how the Title II-D funded professional development is integrated with the LEA's professional development plan and the LEA's technology plan.	ASSET Membership			
	RTC Training			
	Stipends for teachers, substitutes and/or travel			
	In-house professional development			
	Reimbursement for college classes			
	Train a lead technology trainer for each school site			
B. How does the professional development plan address the technological literacy of teachers and students and assist teachers in the delivery of curriculum using technology?	Needs assessment of student and teacher technology literacy			
	Activities to integrate technology into instruction			
	Activities to support technology plan			
	Timeline			
C. How does the LEA evaluate the effectiveness of technology programs based on student achievement and teacher effectiveness?	Student technology assessment developed by LEA or teacher			
	Principal evaluation of lesson plans and teacher observations			
	Teacher evaluations			
	ASSET assessment			

Title III Program (Section 3001)		Ranking		Comments/Actions Needed
Title III Funds	*Criteria*	**Sufficient**	**Insufficient**	
A. Describe how Title III funds are used to supplement the language instruction program for English language learners (ELLs), provide professional development to teachers of ELLs, and/or provide services to parents of ELLs.	Before and/or after school programs			
	Summer school			
	Mentoring, coaching by ELL staff			
	Family Literacy			
	Professional development activities on ELL standards, SEI training			
	Translation activities			
B. Identify all of the following ADE-approved assessments that the LEA uses to determine English proficiency of ELLs: *IDEA Proficiency Test (IPT) Language Assessment Scales (LAS) Woodcock-Munoz Language Survey (WMLS) Woodcock Language Proficiency Battery, Revised (WLPB-R)*	Identify at least one of the approved assessments			

Title IV Program (Section 4001)		Ranking		Comments/Actions Needed
Title IV	*Criteria*	**Sufficient**	**Insufficient**	
A. Describe how the needs assessment, implementation, and evaluation of the prevention program are coordinated with other NCLB programs, schools (including private schools within LEA boundaries), and community programs.	Description includes data on risks and assets related to substance abuse/violence in school, community, and family			
	Evidence of coordination or attempt at coordination			

Title V-A Program (Section 5101)		Ranking		Comments/Actions Needed
Title V-A	Criteria	Sufficient	Insufficient	
A. Describe the locally identified needs of the LEA that will be met.	Student needs: *(e.g., high drop out rate equals a low graduation rate [Section 3 Goal 5])*			
	Instructional staff needs: *(e.g., high number of teachers not highly qualified equals not meeting the needs of students at risk of dropping out [Section 3 Goal 2])*			
B. Describe the allowable supplemental activities from Section 5131 chosen to meet the needs identified in Item A above, including how and why they were selected to improve student achievement.	Provide supporting data to show that activities are: tied to promoting Arizona Academic Standards			
	used to improve student achievement			
	part of an overall education reform program strategy			
	Description of the programs and the activities they support: *(e.g., A stay in school coordinator will be hired to address drop out rate)* *(e.g., professional development for increasing highly qualified paraprofessionals and teachers to work with those students at risk of dropping out)*			
	Description of evaluation process			

Title VI Program (Section 6211)		Ranking		Comments/Actions Needed
Title VI - Small, Rural School Achievement Program	*Criteria*	**Sufficient**	**Insufficient**	
A. For eligible LEAs, indicate the achievement goal(s) that the LEA expects to support by participating in this program. Indicate "not eligible," if the LEA is not listed on the Small, Rural School Achievement (SRSA) Program list of eligible LEAs.	Refer to goals from application			
	Not eligible			
B1. For LEAs <u>not identified</u> for LEA Improvement: Indicate whether the LEA intends to participate in transferability.	Yes			
	No			
	Undecided			
B2. For LEAs <u>identified </u>for LEA Improvement: If the LEA intends to participate in transferability, indicate how the transfer of funds will be used to supplement school improvement funds or support Title I LEA improvement activities.	School improvement activities			
	Support professional development activities			
	LEA improvement activities			

Section 5: Assessment and Data Collection Systems

The education program specialist will review the assessment & data collection systems to determine that:
1. All students are included
2. They measure progress toward meeting the Arizona Academic Standards

		Ranking		Comments/Actions Needed
Describe how the LEA's assessment and data collection systems…	*Criteria*	**Sufficient**	**Insufficient**	
A. Include all students;	All students will be assessed			
B. measure progress toward meeting the Arizona Academic Standards;	Locally developed assessment			
	AIMS			
	MAP and/or SAT 9			
	Extended writing sample			
	Description of process of collecting and analyzing data			
	Timeline of assessments			
C. measure English language proficiency of students identified as Primary Home Language Other Than English (PHLOTE) or English language learners (ELLs);	Reclassification based on:			
	Initial testing			
	Progress in the 4 domains: listening			
	writing			
	speaking			
	reading			
	Benchmarks/periodic teacher assessment			

		Ranking		Comments/Actions Needed
Describe how the LEA's assessment and data collection systems…	*Criteria*	**Sufficient**	**Insufficient**	
D. indicate all students are expected to meet the same standards;	All students are assessed using a variety of tests aligned with state standards: *(e.g., AIMS;* *teacher assessment;* *LEA assessment;* *standards testing)*			
E. provide for disaggregation of assessment data; and	Based on LEA system			
	Based on information from ADE			
	Description of level of detail: Race			
	Ethnicity			
	SES			
	Disability			
	Teacher			
	School			
	District			
F. detail the dissemination of results students and parents.	Description of level of detail: Student report card parent teacher conference			
	Grade school report card LEA report card			
	School/LEA school report card newsletter LEA web site newspaper			